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ABSTRACT

This bibliography of print and nonprint materials on microteaching is designed to be useful to anyone in the field of education who is interested in (1) finding out about microteaching and its researchers; (2) examining many microteaching formats; (3) noting results of experimental studies on the subject, or (4) setting up a microteaching laboratory. References include available books, articles, ERIC documents, papers, theses and nonprint media. Also included are addresses for materials in the bibliography and for additional protocol and related materials. (JD)

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ED137279

MICROTEACHING: A RECOMMENDED BIBLIOGRAPHY

By Cynthia L. Hess and Margaret T. Sacco, Instructor, Department of Educational Media, Miami University of Ohio, December 29, 1976

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I. Introduction

This bibliography of print and non-print materials on microteaching is designed to be useful to anyone in the field of education who is interested in (1) finding out about microteaching and its researchers, (2) examining many microteaching formats, (3) noting results of experimental studies on the subject, or (4) setting up a microteaching laboratory.

Microteaching was conceived in the 1960's at Stanford University. The premise behind it is that student teachers benefit greatly from being able to expose themselves to situations encountered in classrooms, in a relatively risk - and anxiety - free environment. Microteaching is the act of studying isolated, specific teaching skills that produce high levels of student participation, interest, and performance; and using audio, video, and/or peer feedback to determine the level of the student teacher's own interpretation of these skills. For the most part, microteaching has been highly successful in producing better adjusted, more efficient student teachers, who relate better to the real-life classroom situations and problems.

Microteaching is being used, in varying degrees, in teacher education programs all over the United States. The operations vary in size and depth from small, where a videotape studio is used by several professor's classes, who are exposed to only the behavior models that professor chooses for them; to large scale operations where the microteaching laboratory is solely responsible for the format used; to virtually self-instructional microteaching.

This bibliography contains articles by most of the main figures in microteaching research. The materials vary from very broad overviews of the subject; to experiments and research in specific places or aspects of microteaching; to very involved, specialized studies of the subject. There is a brief discussion of protocol materials at the beginning of the section of non-print materials. Any material that can be ordered from ERIC has the six digit ED number, which is found between the bibliographic citation and the annotation.

II. Explanation of Symbols

There are various symbols used throughout the bibliography. The annotation credit is that which directly follows the annotation. The selection tool symbol, if any tool was used, follows directly after the bibliographic citation.

AC - Allen, Dwight: Cooper, James: from the bibliography at the endoof the article "Microteaching: History and Present Status."

CC - Card Catalog

CIJE - Current Index to Journals in Education

Ed Index - Education Index

ERIC - Education Research Information Clearinghouse: Resources in Education

LC - Library of Congress Catalog: Films and Other Materials for Projection

NUC - National Union Catalog: Guide to Films and Filmstrips

TES - Times Educational Supplement

III. Body

A. Books

1. Allen, Dwight; and Eve, Aurther W. Microteaching: Current Status and Potential. (Amherst: University of Massachusetts). 1968. AC

   "This is an overview of microteaching's rationale, uses, and research potential." AC

2. Allen, Dwight William; and Ryan, Kevin. Microteaching. (Reading, Massachusetts, Addison-Wesley Publishing Co.). 1969. 151 pp., illus. CC

   No reviews or annotations found book not available for perusal.

3. Gregory, Thomas B. Encounters with Teaching: A Microteaching Manual. (Englewood Cliffs, N.J., Prentice-Hall). 1972. 139 pp. bibliography. CC

   No reviews or annotations found, book not available for perusal.

4. Ivery, Allen. Microcounseling. (Springfield, Illinois, Charles C. Thomas). 1971. Introduction by Dwight Allen, 206 pp., bibliography.

   No reviews or annotations found, book not available for perusal.

5. Jensen, Richard N. Microteaching: Planning and Implementing A Competency-Based Training Program. (Springfield, Illinois, Charles C. Thomas). 1974. 84 pp., illus., bibliography.

   No reviews or annotations found, book not available for perusal.

6. Johnson, Glenn R. Analysing College Teaching. (Manchata, Texas, S. Swift Publishing Co.). 1976. 76 pp., illus., bibliography. CC

   No reviews or annotations found, book not available for perusal.

7. Olivers, James L. Microteaching: Medium for Improving Instruction. (C.E. Merrill Co.) 1970. 83 pp., illus, bibliography. CC

No reviews or annotations found, book not available for perusal.

8. Turney, C. Microteaching: Research, Theory, and Practice; an Innovation in Teacher Education, Especially as it Relates to the Australian Context. (Sydney University Press, Sydney, Australia). 1973. CC

No reviews or annotations found, book not available for perusal.

9. Microteaching: Selected Papers. ATE Research Bulletin 9. (Association of Teacher Education). 1971. Price: single copy=$1.50, available from NEA, #868-24464.

Both articles have to do with microteaching. Most valuable is the bibliography at the end of the Allen and Cooper article, "Microteaching: History and Present Status."

10. Microteaching: A Description. (Stanford, California, School of Education, Stanford University). 1966.
EDRS Price: MF-$0.76, HC-$1.58 (prices subject to change. available from ERIC ED 019 224. AC

"This booklet is a compilation of articles and reports relating to the microteaching activities at Stanford University, including reports of the 1965 and 1966 microteaching clinics." AC

B. Articles

Allen, Dwight W. "Microteaching: New Framework for Inservice Education", H.S. Journal 49:355-62, May 1952.

"This article discusses a number of possible uses of microteaching for in-service education, including team presentation, preemployment prediction, supervisor training, and continuing supervision and evaluation of beginning teachers." AC

Allen, Dwight W. and Clark, Richard J., "Microteaching: Its Rationale", High School Journal, 51:75-79, November 1967.

"This article gives a rationale for microteaching and a brief history of its development at Stanford University. Also discussed are uses of microteaching, including research and the assessment of new materials and techniques." AC

Allen, Dwight W., and Gross, Richard E., "Microteaching - A New Beginning for Beginners", NEA Journal, 55:25-26 December 1965. AC

"One of the earliest articles on microteaching discusses the Stanford Microteaching Clinic of 1964. Of particular interest are the two formats used in the microteaching class: a 5-minute lesson and a 20-minute lesson. In an intern evaluation, 79 percent of the Stanford interns rated the microteaching clinic as the strongest part of their preinternship program." AC

Allen, Dwight and Young, David B., "Videotape Techniques at Stanford University", Television and Related Media in Teacher Education, pp. 23-24. (Baltimore: Multi-State Teacher Education Project), August 1967. AC

"This concerns the ways videotape is used at Stanford and includes its use in microteaching." AC

Anderson, Lowell D., "Interns' Perception of the Transferability of Pedagogic Behavior", Journal of Industrial Teacher Education, vol. 2, no. 4: 85-91, Summer 1974. CIJE

The author studied intern teachers working through microteaching, with the model for identification of pedagogical behaviors, and found that microteaching served to change student teachers from passive receptors to active participants in a realistic feedback situation. CIJE

Ashlock, R.B., "Microteaching in an Elementary Science Methods Course", School Science and Mathematics, 68-52-56, January 1968.

"It concerns 'the adaptation of microteaching to an off campus in-service elementary school science methods course using peers who role-played students". AC

Aubertine, Horace E., "The Use of Microteaching in Training Supervising Teachers", High School Journal 51:99-106, Nov. 1967.

The article discusses the microteaching clinic at Whitman College, Walla Walla, Washington, which is based on the standard formats. It concerns the various phases of the program: (a) clinical Supervisor Training Phase, (b) Student-Teacher Phase, and notes that microteaching was proven valuable in developing specific skills for supervising teachers. The author concludes with a discussion

of a program conceived by five professors at Arizone State University, for the use of microteaching in training supervisor-interns.

Belt, W. Dwayne, and Baird, Hugh, "Microteaching in the Training of Teachers: Progress and Problems", Television and Related Media in Teacher Education (Baltimore: Multi-State Teacher Education Project) pp. 20-22, Aug. 1967. AC

"This is a discussion of microteaching's uses and problems with particular reference to the author's experience at Brigham Young University." AC

Belt, W. Dwayne, and Webb, Clark D., "The Student Teacher Looks at Himself", Utah Educational Review, 61: 18-19, 31-32, Sept.-Oct. 1967. AC

It concerns the training procedures (through microteaching) for elementary and secondary student teachers at Brigham Young University. AC

Bush, Robert N., "Microteaching: Controlled Practice in the Training of Teachers", Communication, 48:201-207, July 1966. AC

"This article reports a comparison between standard observation and teacher aide experiences for two different groups of intern teachers enrolled in the Stanford University Secondary Education Program. Findings of the clinical experimentation showed that the candidates who received microteaching training performed at a higher level of teaching competence than a similar, traditionally taught group. It was also found that performance in the microteaching situation accurately predicted subsequent classroom performance." AC

Clift, J.C., Batten, G. Burke, and Malley, J., "Structure of the Skill Acquisition Phase of a Microteaching Programme", British Journal of Educational Psychology, 46:190-197, June 1976.

This article studies the effects of different kinds of feedback and the number of "teach" cycles in a microteaching program geared toward improving student teachers' uses of specific skills. It describes the experiment and uses the basic format of preparation, practice, and evaluation through written and oral critiques, audio tapes, and videotapes, It was concluded that although video and audio feedback did not significantly affect student teacher skills acquisition, there was a significant increase in

the mean performances of the students tested. The article also notes that the Acquisition Phase of microteaching was not dwelt upon, and this is where video is often very useful for feedback. Ed Index

Cook, Fred S., and Brown, Daniel P., "Does Microteaching Have a Place in Business Education?", Business Education World 48:7-9, 28-30, April 1968.

"This article is a report of microteaching experiences in business education conducted at Wayne State University, Detroit, Michigan. It cites a number of advantages and disadvantages of the microteaching concept as implemented in the business education program, using identifiable skills that were adopted from the general performance curriculum developed at Stanford University". AC

Cooper, James M., "Developing Specific Teaching Skills Through Microteaching", High School Journal, 51:80-85, November 1967.

"This article emphasizes development of specific skills in teaching, establishment of training protocols to develop teaching skills, employment of the teach-reteach concept to incorporate feedback into the teaching act, and development of specific evaluative instruments to measure the skills practiced in the microteaching setting." AC

Dugas, D.G., "Microteaching: A Promising Medium for Teacher Training", Modern Language Journal, 81:161-66, March 1967.

"This article is a report of a 1966 NDEA Institute for Advanced Studies in French at the University of Michigan, which used a standard format of microteaching. The article concludes that microteaching is helpful in retaining experienced teachers and valuable for keeping records of teaching." AC

Fortune, Jim C., "Toward a Research Strategy to Investigate Attributes of Teacher Behaviors", High School Journal, 51: 39-99, November 1967. AC

The article notes the research strategy that has developed from the use of videotape to attain analysis of classroom practices.

It goes through the steps in most microteaching behavior concerned with accomplishing a specific classroom goal, videotaping several examples of the teacher behavior, assessing student levels of attainment, and then figuring out exactly what behaviors result in greatest and least student goal attainment. Fortune professes that the relationship between teaching behaviors and student goal achievement can be subjected to several formats of logical philosophical, and statistical analysis. AC

Foster, F.G., "Microteaching", Arizona Teacher, 55:12-13, May 1967. AC

"This article reports the use of videotapes in a microteaching setting in order to analyze specific teaching techniques in the first viewing, to concentrate on the content presentation in the second viewing, and to focus on pupil-teacher interaction in the third viewing." AC

Freeman, Jeanne; and Davis, O.L., Jr., "Relationships of Self-Concept and Teaching Behaviors of Secondary Teacher Candidates in Microteaching", Contemporary Education, vol. XLVI, no. 3, 215-217, Spring, 1975.

"This article is a report on a study 'designed to examine some relationships of self concept to specific low-inference verbal teaching behaviors exhibited by secondary teacher candidates in a teaching laboratory' and explores the value of that teaching laboratory. The authors conclude from the results of the experiments, that common measures of candidate self-concept have no significant usefulness in predicting student teacher performances in a microteaching experience." CIJE

Gage, N.L., "An Analytical Approach to Research on Instructional Methods", Phi Delta Kappan, 49:601-606, June 1968. EDRS Price: MF - $0.65, HC - $3.29 (prices subject to change) Available from ERIC ED 011 936.

"In this article Gage describes some of the research he is conducting on teaching skills and their effect on students' learning and perceptions of the lesson" AC

Gibson, James W., "Using Videotape in the Training of Teachers", Speech Teacher, 17:107-109, March 1968.

The author describes how microteaching and the use of videotape can be utilized in a speech methods course. AC

Hamacheck, Donald, "Characteristics of Good Teachers and Implications for Teacher Education", Phi Delta Kappan, 50:341-44, February 1969.

The author delineates and then discusses several dimensions of teacher personality and behavior: (1) personal characteristics, (2) instructional procedures and interaction styles, (3) perceptions of self, and (4) perceptions of others. The author concludes that the ability of a teacher to communicate. AC

Ivey, Allen E., and others, "Microcounseling and Attending Behavior: An Approach to Prepracticum Counselor Training", Journal of Counseling Psychology, 15:1-12, Sept. 1968. AC

"Microcounseling is a video method of training counselors in basic skills of counseling within a short period of time. This research studies the effects of microcounseling training procedures upon three groups of beginning counselors. Three different skills--attending behavior, reflection of feeling, and summarization of feeling--were the focus of research. These studies suggest that attending behavior and its related concepts may be described in behavioral terms meaningful to beginning counselors. Implications of the attending behavior and microcounseling frameworks are discussed." AC

Johnson, James A., "What's New in Teacher Education", Illinois Education, 56:328-30, April 1968. AC

"This article gives a general overview of what microteaching is as well as a brief description of the Stanford model." AC

Johnson, William D., "Microteaching: A Medium in Which to Study Teaching", High School Journal, 51:86-92, November, 1967. AC

"This article emphasizes the appropriateness of microteaching as an intermediate research environment located between the conceptualization of a methodological innovation and the complexities of the field of study. The Teacher Techniques Laboratory, located at the University of Illinois, is also described. In conclusion, the author asserts that microteaching has proved useful for the improvement of instruction as an environment both where teachers may gain skill and where methods of teaching techniques may be systematically investigated and improved." AC

Kallenbach, Warren, and Gall, Meredith D., "Microteaching Versus Conventional Methods in Training Elementary Intern Teachers", Journal of Educational Research, 63: 136-4, November 1969. AC

"This study compares the effectiveness of elementary school interns trained in a summer microteaching program with interns who received conventional classroom observation and student teaching experience. Microteaching was not found to result in significantly higher ratings of teacher effectiveness either immediately after or a year after training. However, it was concluded that microteaching is an effective training strategy since it achieved similar results when compared with conventional methods but in only one-fifth the time and with fewer administrative problems." AC

Katz, Gwynne, "Use of Minicourse Instruction with Student Teachers of Educable Mentally Retarded Children", Journal of Educational Research, 69:355-9, July 1976.

This article is the report of research done to see whether student teachers taught specific skills by minicourse performed those skills better than those not having minicourse training; and whether the oral language of the EMR children in the classes of the minicourse-trained teachers. Post-minicourse videotapes of the trained teachers showed increases in only two of fourteen skills, and tapes of the EMR children showed increases only in the uses of action words. The author suggests that the minicourse format used should undergo revision to be of significant value to student teachers. Ed Index

Klingstedt, Joe Fars, "Videotaped Microteaching: Students Rate It Great", Improving College and University Teaching, 24: 20-1, Winter, 1976.

This article is less strictly research oriented, and explores student teachers reactions to the experience of microteaching training. The author explores the problem of student teachers concern with the "relevancy" of their training to "real-life" teaching, and through a detailed questionaire administered to three groups of students involved in VME (videotaped microteaching experiences) at Texas Tech University, discovered that student teachers do indeed consider the experience extremely relevant and valuable. Ed Index

Kuhn, Wolfgang, "Holding a Monitor Up to Life: Microteaching". Music Educators Journal, 55:49-53, December 1968. AC

"This article describes the training of music interns in the Stanford Teacher Education Program." AC

Mayhugh, S.L., "Microteaching: A Major Component of the Pre-Service Programme", Contemporary Education, 39:206-209, March 1968.

"Analysis sessions at Indiana State University were aimed at developing alternative teaching strategies, rather than evaluating good and bad behaviors. An analysis of these behaviors was conducted through a broad spectrum of instruments, such as the Teacher Classroom Activity Profile, Secondary Student Teacher Performance Profile, Withall's Social-Emotional Climate Index, Crispin's System and Interaction Analysis, and Mayhugh's Teacher-Counselor Interaction Analysis System." AC.

Meier, John H., "Rationale for and Application of Microteaching To Improve Teaching", Journal of Teacher Education, 19: 145-57, Summer, 1968.

"This article relates several common learning theories to the microteaching process of subjecting samples of human behavior to videotape recording, reviewing, responding, refining, and redoing (five R's). A number of applications of microteaching are cited in the article, including in-service application conducted by the Jefferson County School District in Colorado and studies conducted by the Child Study Institute at Colorado State College." AC

Meier, John H., "Long Distance Microteaching", Educational Television, p. 20. November 1968.

"This article describes the application of a combination of new media to a six-month training program for a group of persons scattered throughout the United States. Trainees were recorded on videotapes which were sent back to the Greeley, Colorado, Training Center where a staff member reviewed and prepared a critique using the same instrument as the trainees. These critiques were returned to the trainee with the videotape so that the latter could be reviewed in a critique read simultaneously." AC

McKitrick, M.O., "Videotaped Microteaching for Preparing Shorthand Teachers", Journal of Business Education, 43:285-86, April 1968. AC

"This article reports microteaching experiences at Western Michigan University designed to develop practice in teaching for shorthand teachers." AC

McQuerry, Lawrence H., "Holding a Monitor Up to Life: Micro-Rehearsal", Music Educators Journal, 55:49-53, Dec. 1968.

"Conducted at the University of the Pacific, Stockton, California, this study described how teaching skills were adapted from the Stanford technical skills of teaching to a music rehearsal. Included were such skills as training in set, in effective use of the voice in giving clear directions, in closure, in stimulus variation and in establishing appropriate frames of references." AC

Nias, Jennifer, "Teacher Education for Open Schools", Elementary School Journal, vol. 76, no. 1, 40-51, Oct. 1975.

"This article deals with the problem of teacher education for schools that are "opne", or where the teacher interacts more with individual students or small groups than with the class as a whole. It discusses specific skills that should be microtaught, and notes the basic difference between conventional microteaching formats and the formats that should be used in training teachers for open school situations.

O'Grady, Carolyn, "Look and See", The Times Education Supplement, 3188:17, July 9, 1976.

This article concerns a self-instructional microteaching course developed by the Microteaching Research Unit at Lancaster University. The author gives a short description and definition of microteaching, especially noting the merits of audio and video feedback. The course itself uses the format of skill isolation, introduction, preparation of a mini-lesson, conduction of the mini-lesson with a group of students, videotaping, and self-evaluation. Also used are prepared behavior models. In conclusion, the author discusses a new packet, developed by the same people, on "Planning Independent Studies", which is not published yet. Ed Index.

Perrot, Elizabeth, and others, "Changes in Teaching Behavior After Completing a Self-Instructional Microteaching Course", Programmed Learning and Educational Technology, vol. 12, no. 6, 348-362, Nov. 1975.

The authors conducted a test of 28 experienced teachers, subjecting them to her own microteaching program ("Effective Questioning"), and testing them on fourteen measures of behavior. The results were that there was "significant and stable improvement on eight of the measures; two showed marginal changes, significant at one but not both of the post courst testing sessions; and four showed no change." She concludes that microteaching of the self-instructional type is very effective in bringing about significant changes in teaching behavior. CIJE

Sadker, Myra; and Sadker, David, "Microteaching for Affective Skills", Elementary School Journal, 76:90-9, Nov. 1975.

This article is a study of some of the "human-relations" skills that can be developed through microteaching, and is the report of the results of a pilot study on the effectiveness of this approach. This article is concerned with the affective domain rather than with the cognitive domain. The skills are grouped in three clusters: (1) eliciting pupils' expressions of feelings and values; (2) clarifying pupils' expressions of feelings and values and (3) encouraging alternative behavior. The authors conclude from the evidence that followed work with these affective skills, that microteaching is an effective method for developing the skills, and that the lessons taught after the training were rated higher than the lessons before training. Ed Index

Saunders, Walter; Nelson, Elwin; Gall, Meredith D; and Smith, Gerrie, "The Effects of Variations in Microteaching on Prospective Teachers' Acquisition of Questioning Skills", Journal of Educational Research, 69:3-8, Sept. 1975 AC.

This article concerns an experiment geared toward discovering the effectiveness of alternative methods of microteaching. It was found that those students receiving regular and peer microteaching evinced the most substantial and stable gains in questioning skills.

Schaefer, M., and Strongquist, M.H., "Microteaching at Eastern Illinois University", Audiovisual Instruction, 12: 1064-65, Dec. 1967. AC

"This article discusses microteaching at Eastern Illinois University, including students with majors in men's physical education, mathematics, shorthand, life science, and home economics. There was no focus on any particular technical skills of teaching." AC

Sedgewick, L.K. and Misfeldt, H.T, "Microteaching: New Tool for a New Program", Industrial Arts and Vocational Education, 56:34-5,, June 1967. AC

"This article is a description of a pilot teacher education program in vocational education and industrial arts at Stout State University in Menominie, Wisconsin." AC

Winn, William, "Videotaping Teaching Practice: Strengths and Weaknesses", Audiovisual Instruction, vol. 19, no. 1, Jan. 1974.

"This article discusses the process of microteaching with videotape, and notes that it is effective, but the author feels that it is only useful instead of supervisor and student feedback, rather than adding to that feedback.

"Microteaching in Student Teacher Laboratory: University of Illinois", School and Society, 96:128-30, March 2, 1968. AC

"This article is a brief description of an in-service program for instructors in the teacher preparation program." AC

C. ERIC Documents

Berliner, David C. "Microteaching and Technical Skills Approach to Teacher Training", Technical Training Report No. 8. Stanford, California: Stanford Center for Research and Development in Teaching, Oct. 1969.
EDRS Price: MF-$0.65; HC-$3.29 plus postage (may be subject to change). Office of Education (DHEW), Washington, DC, Bureau of Research. Available from ERIC ED 114 386.

"This paper reviews the history and current state of research and development on microteaching and technical skills training, particularly as these are related to the Stanford

University program...The final section on research, needs contains some critical analysis of current research and summary of important questions requiring investigation in subsequent studies." (author/JS)

Brown, Bob Burton and others. "Module: Delivery System", 24 pp., 1971.

EDRS Price: MF-$0.76, HC-$1.58 plus postage. Available from ERIC ED 114 386.

"This module is designed to help the learner develop a present process of delivery for a learning activity developed by the Florida Parent Education model. The module begins with a prospectus that explains the purpose of the Florida Parent Education model and the reason for creating this module. Four enabling objectives are included, each of which contains: (1) the rationale, (2) the terminal objectives, (3) a pre-test, (4) activities to complete, and (5) a post-test. Attached to the module are two papers to be read as a part of the activities, and a bibliography."

Goddu, Roland. A Guide to Improving Skills of Teachers in: (a) Team Building, (b) Team Operations, (c) Team Planning, (d) Team Evaluation. New England Program in Teacher Education, Durham, N.H., 25 pp., Aug. 1975.

EDRS Price: MF-$0.76, HC-$1.58 plus postage. Available from ERIC ED 111 784.

"The article discusses the four areas of team building, team operations, team planning and team evaluation; and gives guidelines for developing each one. It stresses evaluation as the most important part of a team development, and provides several evaluation forms to serve as guidelines.

Klingstedt, Joe Lars. "Effectiveness of Three Feedback Procedures in Developing Set Establishing Skill" Final Report. Texas University, El Paso, 74 pp., Nov. 1974.

EDRS Price: MF-$0.76, HC-$3.32 plus postage. Available from ERIC ED 113 302.

Three feedback procedures were compared: (1) verbal and written prompting and cueing provided by peers and the supervising teacher (limited feedback procedure) coupled with viewing of a videotape of the teaching performance, (2) limited feedback procedure coupled with listening to an

audiotape of the teaching performance; and (3) the limited feedback procedure itself. It was concluded that there was no significant difference in the effectiveness of the three microteaching feedback procedures."

Pyatte, Jeff A. "Protocol Materials: A New Answer to an Old Problem?" 13 pp., 1974.
EDRS Price: MF-$0.76, HC-$1.58 plus postage. Available from ERIC ED 111 818.

Protocol materials are first defined, and then discussed in relation to the skills which protocol materials are designed to produce in teachers: analysis, observation, dignosis, interpretation, and theory construction. There are five basic assumptions made: (1) That when decisions are based on these skills, teaching will be more effective, (2) If decisions are not based on these skills, teaching will be less effective; (3) That hierarchical sequences of these skills can be developed and presented during instruction which will cause the learner to move from knowledge to theory-based application; (4) That teaching is an activity which can be subjected to careful analysis.

"Teaching Skills Program" Kentucky University, Lexington. College of Education. 8 pp., 1975.
EDRS Price: MF-$0.76, HC-$1.58, plus postage. Available from ERIC ED 117 063.

The article discusses the teaching Skills Program at Kentucky U., and notes that each student participates in, through microteaching, five teaching experiences: (1) instructional objectives and presentation (2) questioning (3) interaction (4) refocusing (5) summary teach. The sequence of teaching episodes allows the student to move gradually from a teacher-centered activity to a student-centered activity.

Training Teachers of English as a second or Foreign Language. Specialized Bibliography. British Council, London (England). English Teaching Information Centre. 7 pp., Aug. 1973.
EDRS Price: MF-$0.76, HC-$1.58 plus postage. Available from ERIC ED 115 094.

This bibliography is divided into two main sections: (1) cites books and articles concerning training teachers of English as a second language (2) refers to books and articles dealing specifically with microteaching. Entries include publications from a wide range of countries, and most have been published since 1965 (CLK)

D. Papers, Theses, etc.

Bell, Camille. A Report of an Investigation of Microteaching in the Development of Teaching Performance in Home Economics Education at Texas Technological College. Lubbock, School of Home Economics, Texas Technological College. Aug. 1968. AC

"This is a report on an experimental study testing six hypotheses related to teaching skill acquisition and inter-rater reliability." AC

Borg, Walter. "The Minicourse as a Vehicle for Changing Teacher Behavior: The Research Evidence". Paper presented at the American Educational Research Association meeting, Los Angeles, February 1969.

"This report deals with an experiment involving in-service teachers and focusing on their acquisition of specific teaching skills. The report indicates that the minicourse (self-recording) was successful in obtaining significant behavior changes on ten of the twelve skills taught." AC

Brown, Deanette A, and Kameen, Marylin C. "Changing Teacher Competence Perceptions by Focused Video-Tape Feedback". Office of Education (DHEW), Washington, D.C., March 26, 1975. 19 pp. paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st; New York, New York; March 23-26, 1975) EDRS Price: MF-$0.76, HC-$1.68 plus postage. Available from ERIC ED 110 896.

The study enabled a group of teachers to have themselves videotaped while teaching, view the videotape privately, entertain cirticism from students and other teachers, participate in regularly scheduled teacher inservice group meetings, and view and critique other teachers' tapes. The teachers then took the Professional Competence Peer Opinionaire (PCPO), and it was noted that the scores were measurably higher. The author concludes that "focused videotape feedback teacher inservice training is believed to provide such opportunities" for teachers to enlarge their "effective teaching behavior repertoires."

Childs, John. "The Use of Videotape Recording in Teacher Education", Television and Related Media in Teacher Education. Baltimore: Multi-State Teacher Education Project, August 1967, pp. 25-26. AC

"This is a report of the videotape uses at Wayne State University, Detroit, Michigan, including its use in microteaching." AC

Davis, O.L., Jr., and Sroot, B.R., "Effects on the Verbal Teaching Behaviors of Beginning Secondary Teacher Candidates Participation in a Program of Laboratory Teaching." Paper presented at the American Educational Research Association annual meeting, Los Angeles, February 1969. AC

"Using a modified version of microteaching--i.e. pupils were peers but were not role playing--students received training in a program of laboratory teaching. The experiment was successful in changing trainee's verbal behavior convergent questions to divergent and probing. They informed less, clarified more, and uttered fewer procedural - non-substantive - units than before training." AC

Goodkind, Thomas B. "An Evaluation of Effectiveness of the Microteaching Technique in the Training of Elementary School Teachers." Paper presented at the American Educational Research Association annual meeting, Chicago February 1968. AC

"This is a report on an experimental study conducted at the University of Connecticut which indicated that teachers who had microteaching training with their lessons videotaped displayed more insight into their teaching and a greater awareness of personal habits than teachers who did not have videotapes made of their microteaching lessons." AC

Johnson, James A. "A National Survey of Student Teaching Programs." Doctoral thesis. DeKalb: Northern Illinois University, July 1968 (Unpublished). AC

Kallenbach, Warren. "Microteaching as a Teaching Methodology." Paper presented at the Conference on Instructional Methods and Teacher Behavior, Berkeley, CA, 1966. AC

EDRS Price: MF-$0.65, HC-$3.29. Available from ERIC ED 013791.

"This article is a general overview history of microteaching, including a brief account of Stanford's Secondary Teacher Education Program, the application of microteaching to elementary intern teachers at San Jose State College, and a review of some of the research related to microteaching." AC

Langer, Philip. "Minicourse: Theory and Strategy". Paper presented at the American Educational Research Association Annual meeting, Los Angeles, February 1969. AC
EDRS Price: MF-$0.65, HC-$3.29. Prices subject to change. Available from ERIC ED 028114.

The article describes the concept of the minicourse and includes some sample instructional materials. AC

McDonald, Frederick J, and Allen, Dwight W. "Training Effects of Feedback and Modeling Procedures on Teaching Performance." Stanford, California: School of Education, Stanford, University, 1967.
EDRS Price: MF-$0.65, HC-$9.87. Available from ERIC ED 017 985

"This report describes a series of three experiments to assess the use of television recordings to improve teaching performance. In particular, the experiments investigate the effects of (a) self feedback and reinforcement on the acquisition of a teaching skill (b) feedback and practice conditions on the acquisition of a teaching strategy, and (c) modeling and feedback variables on the acquisition of a complex teaching strategy." AC

Meier, John H., Brudenell, Gerald. "Remote Training of Early Childhood Educators." Report of a Title XI Institute of the National Defense Education Act, Greeley: Colorado State College, July 1968.
EDRS Price: MF-$0.65, HC-$3.29. Available from ERIC ED 027262

"Microteaching is included in this report as one of the procedures used to train teachers in their home schools. The authors report on a novel in-service teacher-training

model which was used for teachers widely distributed over several states." AC

Minnis, Douglas L. "Micro-teaching Interaction Analysis in a Teacher Education Curriculum", Davis: University of California, February 1968.

"This paper is a description of attempts at the University of California, Davis, to incorporate microteaching and interaction analysis into the curriculum of the pre-service and in-service teacher education programs." AC

Perlberg, Arye, and Bryant, David C. "The Use of Video-tape Recording and Microteaching Techniques to Improve Instruction on the Higher Education Level." Urbana: College of Engineering, University of Illinois, August, 1968.
EDRS Price: MF-$0.65, HC-$3.29. Available from ERIC ED 023 314

"This report describes a study conducted at the University of Illinois, utilizing videotape recorders and microteaching for the improvement of college instructors. The techniques employed resulted in favorable attitudinal responses by the participants." AC

Van Modfrans, A.P, and others. "Student Attitudes and Achievement in an Educational Psychology Course After Microteaching." Paper presented at the American Educational Research Association annual meeting, Los Angeles. February 1969.
EDRS Price: MF-$0.65, HC $3.29. Available from ERIC ED 028 994.

"The purpose of this study was to assess the effects of microteaching experiences on the attitudes and achievements of students in an undergraduate educational psychology course. Of special interest was the question concerning what effect the experience in an educational psychology course would have on student perceptions regarding the relevance of educational psychology to teaching." AC

"Teaching Skills Center. Volume II: Microteaching". Northeast Missouri State College. Unpublished offset booklet, 197-.

This booklet is an informational one, dealing with the origins and definition of microteaching, basic microteaching formats, and the way the teaching skills center at the Northeast Missouri State College, Kirksville, Missouri, is run.

E. Non-Print Media (Filmstrips, Films, Media Packets)

Most non-print media on the subject of microteaching takes the form of "Protocol Materials." These constitute the behavior models used in microteaching, and usually consist of recorded episodes--reproduction of student, teacher, parent, or administrator behavior. They exemplify educational concepts and are designed to teach the application of educational concepts. Often they are accompanied by guides and manuals, and should be field tested.

Filmstrips

"Analysive Learning Outcomes". Consolidated Film for Vincent Associates. Popham, W. James, and Baker, Eva. 1967. Filmstrip. 27 frames, color, 35mm, phonotape; 1 reel (5 in.) 3 3/4 ips, 30 min. Instructor's manual included.

"A teacher education film in which techniques of task analysis are applied to learning objectives. Advocates a particular strategy in which instruction is approached in terms of learner responses rather than teacher presentations. Provides practice for analysing operational objectives." LC

"Establishing Performance Standards". Consolidated Film for Vincent Associates. Popham, W. James and Baker, Eva. 1967. Filmstrip. 48 frames, color, 35mm, phonotape, one reel (5 in.) 3 3/4 ips. 30 min. Has instructor's manual.

"A teacher education film which describes concrete ways of judging the adequacy of student accomplishment. Distinguishes between performance standards used to differentiate achievement of students and those which did the teacher in judging hiw own performances; explains how to construct performance standards for objectives in a number of subject fields." LC

Films

"Minicourse 1: Effective Questioning-Elementary Level". Far West Laboratory for Educational Research and Development. Davidson Films. Macmillan Company. Developed by Borg, Walter, and Kelley, Margone, and Lenser, Philip. 11 motion pictures (126 min.) color, sound, 16mm.

"Instructs elementary teachers in the techniques of effective questioning in a classroom situation." LC. Part of an auto-instructional program that uses the microteaching process. Includes teachers' and coordinators' handbook.

"Minicourse 5: Individual Instruction in Mathematics". Macmillan Educational Services. Macmillan Company. Roy Nolan Productions. Motion picture. 9 motion pictures, sound, color, 16mm.

"Demonstrates, trains, and self-tests teachers on techniques to use in the instruction of mathematics." LC. Contains teacher's and coordinator's handbooks, and technical report.

"Minicourse 9: Higher Cognitive Questioning - Advanced Levels. Lesson 4". Far West Laboratory for Educational Research and Development. Macmillan Co. 1972. Motion picture. 16 min., sound, color, 16mm.

"Shows teachers how to use evaluative questions in class situations. Students are asked to evaluate issues, including questions about works of art." LC NUUC

"Minicourse 9: Higher Cognitive Questioning - Advanced Levels. Introduction." Far West Laboratory for Educational Research and Development. Macmillan Company. 1972. Motion picture. 13 min., sound, color, 16mm.

"Introduces teachers to the contents of minicourse 9, explaining the microteaching and evaluation sequences." LC

"Protocol Materials on Classroom Interaction." Far West Laboratory for Educational Research and Development, and the Stanford Center for Research and Development

in Teaching, David C. Berliner, Project Director. 197-. Motion picture and instructor guide. 16mm, black and white, guide. Individual films and prices:

1.	Using Student Ideas (8 min. film, 29 pp. manual)	$ 60.00
2.	Lesson Organization (21 min. film, 38 pp. manual)	$110.00
3.	Praise and Corrective Feedback (14 min. film, 46 pp. manual)	90.00
4.	Questioning (17 min. film, 34 pp. manual)	100.00
	Complete package (all 4 units)	$306.00

Each of the four films is available for 5-day rental at $15.00/film. Complete unit (four films) is $54.00 for 5-day rental.

These films focus on teacher behavior, providing examples of Using Student Ideas, Lesson Organization, Praise and Corrective Feedback and Questioning. Available from NRDC.

"Protocol Materials on Classroom Management". Utah State University, Walter R. Borg, Project Director. 197-. 16mm color film, instructor guide, evaluation materials, student guide. Films and prices:

1.	Group Alerting (8 min., 42 pp. student guide)		$ 65.00
2.	Learner Accountability (9 min, 44 pp. student guide)		70.00
3.	Transitions (20 min., 56 pp. student guide)		145.00
4.	Withitness (11 min., 49 pp. student guide)		70.00
	Complete package (all four above)		$298.00
	5-day rental	each	15.00
		complete	54.00

These films, based on the research of J.S. Kounin, are intended to aid teachers in understanding the concepts and applying the skills that Kounin found to be associated with high levels of pupil work involvement and low levels of deviant behavior. Available from NRDC.

"Protocol Materials in Developmental Reading." Bucknell University, William H. Heiner, Project Director. 197-. Black and white film, 16mm, instructor manual, alternate manual available for use as an inservice program for school administrators. Individual films and prices:

1.	Informal Reading Readiness (25 min.)	$150.00
2.	Letter Identification (15 min.)	105.00
3.	Phonic Analysis (25 min.)	185.00
4.	Oral-Silent Reading (15 min.)	105.00
5.	Eye-Voice Span (15 min.)	105.00
6.	Vocabularly Expansion (20 min.)	135.00
7.	Word-by-word Oral Reading (6 min.)	90.00
8.	Individual Reading Rates (23 min.)	145.00
9.	Misassociations in Reading (15 min.)	120.00
10.	Word Identification Cues (10 min.)	190.00

Permission is granted for unlimited reproduction of printed materials.

The films depict specific types of behaviors that student teachers in reading will encounter in a classroom situation. Each film defines a concept in reading and illustrates it in positive and negative behaviors. Available from NRDC.

"Protocol Materials on Group Process". Far West Laboratory for Educational Research and Development, and the Stanford Center for Research and Development in Teaching, David Berliner, Project Director. 197-. Motion picture and instructor guide. 16mm, black and white, 137 pp. guide. Individual films and prices:

1.	Stages of Group Growth (13 min.)	$ 80.00
2.	Task Roles (13 min.)	80.00
3.	Unifying Roles (15 min.)	90.00
4.	Anti-Group Roles (12 min.)	70.00
Total package		$288.00

Each film is available for 5-day rental at $15.00/film. Complete unit (four films) is $54.00 for 5-day rental.

These films introduce concepts useful in interpreting pupil behavior and provide instances of stages of Group Growth, Task Roles, Unifying Roles, and Anti-Group Roles. Available from NRDC.

"Protocol Materials: Responding to Literature". California State University, Northridge, Richard W. Lid, Project Director. 197-. Motion pictures and guides. 16mm, color, guide. Individual films and prices:

1. The Sociological Content of Literature: East Egg/West Egg (Readers talk about the interaction of the individual and society in The Great Gatsby). 11 min. — $ 75.00

2. The Ideological Content of Literature: Beliefs and Ideas (reader talks about beliefs and ideas in The Mama Loss Manifesto by Roger Simon). 12 min., — $115.00

3. The Epistemological Content of Literature: The Mind of Huckleberry Finn (reader talk about ways of knowing in Huckleberry Finn) 12 min. — $110.00

4. The Ontological Content of Literature: The Raft and the Shore (reader talk about reality in Huckleberry Finn) 12.5 min. — $115.00

5. Convention in Literature: Happy Ending (reader talk about literary patterns in Frost's "Fire and Ice", also Blake's "Poison Thee" and e.e. cummings). 12 min. — $110.00

6. Authorial Voice in Literature: The Mystery of Edgar Allen Poe (reader talk about Poe and his stories). 10.5 min. — $ 95.00

7. Diction in Literature: Beautiful Words (reader talk about language in Shakespeare's "Sonnet XVIII" and e.e. cummings "in just-") 12 min. — $110.00

8. Structure in Literature: The Shape of Life (reader talk about shape in Hemmingway's "Old Man at the Bridge") 12 min. — $110.00

Each order includes one guide, additional guides $1.50. Each film, with the Guide, is available for 5-day rental for $15.00 per film.

The films in this series each describe concepts relevant to understanding how adolescent readers respond to literary works and each concept identifies an aspect of literature that induces emotional and cognitive responses. The films are designed to illuminate some of the puzzling statements students

are apt to make in classrooms. Each film can be used separately, or in combination with the others. Available from NRDC.

"Protocol Materials on Teacher Language". Produced by Utah State University, Walter R. Borg, Project Director. 197-/ 16mm black and white film, instructor guide, Evaluation Materials, student guide.

Films and Prices:

1. Clarity (10 min., 80 pp. student guide)		$ 65.00
2. Emphasis (9 min., 66 pp. " ")		60.00
3. Encouragement (7 min., 65 pp. " ")		50.00
4. Extension (8 min., 58 pp." ")		60.00
5. Feedback (8 min., 58 pp. " ")		50.00
6. Organization (10 min., 71 pp. " ")		70.00
Complete package (all six above)		$302.00
5 day rental	each	$ 15.00
	complete	$ 81.00

These modules deal with specific teaching concepts and skills, such as clarity, questioning, strategy, redirection, praise, use of student ideas, cueing, emphasis, summary review, and terminal structuring. Available from NRDC

"Pupil Outcomes". Produced by NRDC, 1975-76. 16mm black and white film; user's guide.

Films and Prices:

1. Analysis: Madison Avenue and the Twelve-Year Old Mind (6 min.)		$ 40.00
2. Evaluation: No Body Contact (8 min.)		$ 50.00
Complete set of two films		$ 76.00
5 day rental	each	$ 15.00
	set	10% discount

These films depict learning results desired from instruction as identified in Bloom's Taxonomy of Cognitive Outcomes. Available from NRDC

"Self-Concept". Produced by NRDC, 1975-76. 16mm color film; student guide; teacher guide; evaluation materials; field test report.

Films and prices:

1. Self-Perception (14 min.)		$130.00
2. Teacher Anger (11.5 min.)		105.00
3. Verbal Description I (12 min.)		110.00
4. Verbal Description II (9 min.)		85.00
Complete set of four		$365.00
	each	$ 15.00
	complete	10% discount

These films are designed to help teachers improve student's self-concepts. Available from NRDC.

Media Packets

"Basic Attending Skills". Ivey, Allen; Gluckstern, Norma B. Microtraining Associates, Inc., Producer. videotape (3 reels or 10 reels) ½ inch and cassette format, leader and participant manuals (approx. 2½ hrs. of tape)

Price:
3 reels - ½ inch $325, cassette $355
10 reels - ½ inch $425, cassette $485
Leader manuals (and one participant) $9.75
Participant manuals $4.95

This packet focuses on some basic attending skills of microcounseling: Attending behavior (eye contact, etc.); questions, paraphrasing (accurate listening); reflection of feeling, summarization; integration of attending skills, scoring of interviewing leads. The packet is designed in the common format of microtraining, and is for the inexperienced or advanced helper interested in teaching interviewing. Reviewed and used by Beatrice Pressley, Cal. State, Hayward; and Tom Reade, N.Y. City Community College.

"Basic Influencing Skills". Ivey, Allen; and Gluckstern, Norma B. Microtraining Associates, Inc., Producer. 1976. videotape (3 or 8 reels) 2½ hours, leader and participant manuals.

Price:
3 reels - ½ inch $335, cassette $365
8 reels - ½ inch $435, cassette $495
Leader manual (and one participant) $9.75
Participant manual $5.95.

This packet assumes basic competencies in attending and listening skills as prerequisites. The interview is presented as a process of interpersonal influence. Included is systematic instruction in qualitative dimensions of helping such as empathy, respect, concreteness, and genuineness. Reviewed and used by Beatrice Pressley, Cal. State, Hayward; and Tom Reade, N.Y. City Community College.

"Competency-Based Programs." Produced by NRDC, 1975-76. Filmstrips and Audio cassette, users guide.

Filmstrips and prices:

1.	Competency-Based Education: An Introduction	$ 30.00
2.	Competency-Based Teacher Education in the Northwest: Variations on a Theme	$ 30.00

3. CBTE in Washington	$ 30.00
4. CBTE at Western Washington State College	$ 30.00
5. CBTE in Oregon	$ 30.00
6. CBTE in Oregon College of Education	$ 30.00
7. CBTE at the University of Idaho	$ 30.00
8. CBTE at Idaho State University	$ 30.00
9. CBTE in the Northwest: A First Look at Costs and Benefits	$ 30.00
Complete Package (9 units)	$229.00

This series is designed to provide concrete examples of CBTE programs in Northwest Consortium. The first filmstrip introduces the basic concepts of CBTE and the series as a whole. The second describes the application of these concepts to teacher preparation as in the Com Field Model and how this model has guided the development of CBTE programs in the region. The rest of the filmstrips then describe how the concepts in the Com Field Model have been implemented in different states and institutions. The last deals with costs and benefits. Available from NRDC.

"Effective Questioning--A Self-Instructional Microteaching Course for In-Service and Trainee Teachers". 1975. Videocassette and book. 5 cassettes, 3 books. Perrot, Elizabeth, author; Peterborough, England: Guild Sound and Vision, publisher.

"Protocol Materials on Black Dialects." Produced by Southern Illinois University at Edwardsville, Theresa R. Love, Project Director. 197-. Audio cassette tapes, manuals.

Cassette tapes:

1. Twelve Black Dialect Features (62 min.)	$ 15.00
2. Pre-test and Post-Test (10 min.)	$ 15.00

Manuals:

1. Instructor Manuals (8 pp.)	$ 0.80
2. Student Manual (113 pp.)	$ 1.13
3. Test Package (12 lesson criterion: tests, pre-tests, post-test, 30 pp.)	$ 0.30
Complete package	$ 25.50
5 day rental per tape	$ 7.50
Rental as a unit	$ 9.00

These materials are designed to help pre-service and inservice teachers recognise the morphological and syntactic features of the variant dialect. Examples of twelve features of this kind of English are illustrated by excerpts of conversations of intermediate elementary school children from East St. Louis, Illinois. The tapes

student manual, and test package comprise a self-instructional packet, although the materials can be used in small or large group settings. The Instructor Manual suggests specific ways in which the materials could be used in education classes, linguistic classes, desegregation workshops, etc. The pre-test and post-test are designed to indicate attitudinal changes which might occur as a result of the use of these protocol materials. Available from NRDC.

"Protocol Materials on Instructional Concepts". Produced by the University of Colorado, Celeste P. Woodley, Project Director. 197-. Motion pictures, filmstrips, teacher guide, student handout.

Films, 16mm color

1. Conceptualizing the Process of Instruction (8 min.)	$ 80.00
2. Verbal Interaction in the Cognitive Dimension (15 min.)	$120.00
3. Organising Facts to Teach Meaningful Relationships (14 min.)	$120.00
4. Fair Verbal Behavior (14 min.)	$115.00

Filmstrips, color

5. Learners and Their Characteristics	$ 50.00
a. "Attitudes Toward School" (20 min. (no cassette)	
b. "Instructional Alternatives"(20 min.) (with cassette)	
Complete package (all 5 above)	$412.25

Each unit comes with one Teacher's Guide and one copy of the student handout. Permission granted for unlimited reproduction of the student materials.

Evaluation Report	$ 5.00
Rental (5 day)	$ 15.00/film
Complete package (all 5 above, 5 day)	$ 63.00

These materials are designed to aid teachers in developing conceptual analytical, and interpretive skills while observing reproductions of behavior that portray concepts in teaching and learning. They are useful for self-instruction by preservice and inservice teachers, and for competency-based teacher education programs. Available from NRDC.

"Protocol Materials on Role Concepts". Produced by University of Colorado, Celeste P. Woodley, Project Director. 197-.Color filmstrips with cassettes.

Filmstrips and prices:

1. Role Conflict (15 min.)	$ 25.00
2. Conformity (20 min.)	$ 25.00

3. Consensus (15 min.)	$ 25.00
4. Position, Identify, Status, Role (15 min.)	$ 25.00
Complete set of 4	$ 85.00
5 day rental	$ 7.50 each
Complete set of 4 (5 day rental)	$ 27.00

These filmstrips are designed to aid students in developing an understanding of social behavior as it relates to social change and stability; for students in high school and lower division college classes. The units analyze abstract concepts significant for understanding and interpreting social situations. Available from NRDC.

Secondary School Teachers. Allen, Dwight and Others. New York: General Learning Corporation. 1969.

"This multimedia package consists of written materials describing eighteen teaching skills and 16mm color sound films of teachers demonstrating the skills in a microteaching situation". AC

IV. Addresses
For materials in Bibliography

These are generally by publisher, distributor, or place at which research was done.

Addison-Wesley Publishing Co., Reading, Mass. 01867.

Amherst Publishing, University of Massachusetts, Amherst, MA 01002.

ATE: Association of Teacher Educators, 1201 16th St., NW, Washington, DC 20036.

ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.

General Learning Corporation, 3 E. 54th St., NY, NY 10022.

Guild Sound and Vision, Peterborough, England.

Macmillan Publishing Co., Inc., Riverside, New Jersye 08075, ATTN: Order Department.

C.E. Merrill Publishing Company, 1300 Alu, Creek Dr., Columbus, OH 43216.

Microtraining Associates, Inc., Box 641, North Amherst, MA 01059.

NEA: Publications - Sales Section, National Education Association, 1201 16th St., NW, Washington, DC 20036.

NRDC: National Resource and Dissemination Center, Division of Educational Resources, University of South Florida, Tampa, Florida, 33620.

Prentice-Hall. Englewood Cliffs, New Jersey 07632.

S. Swift Publishing Company, Manchaca, Texas.

Sydney University Press, Sydney, New South Wales 2006, Australia.

School of Home Economics, Texas Technical College, Lubbock, Texas 79409.

Charles C. Thomas, 301-327 East Lawrence Ave., Springfield, Illinois 62717.

The Times Educational Supplement, New Printing House Square, London, England, SCIX 8EZ.

College of Engineering, University of Illinois, Urbana, Illinois, 61801.

University of California Press, Davis, California 95616.

Vincent Associates, P.O. Box 24714, Los Angeles, California 90024.

V. Addresses for Additional Protocols and Related Materials

Educational Development Center, 15 Mifflin Place, Cambridge, MA 02138

University of California, Extension Media Center, Berkeley, CA, 94720

Indiana University, National Center for the Design of Teacher Training Materials in Education, School of Education, Bloomington, IN 47401

Michigan State University, Marketing Division, Instructional Media Center, East Lansing, MI 48824

Professional Development Systems, 2149 Shattuck Ave., Suite 904, Berkeley, CA 94704.

State University of New York at Buffalo, Project in Ethnography in Education, Center for Studies of Cultural Transmission, 4242 Ridge Lea Road, Amherst, NY 14426.

Salem State College, Day Care Training Institute, Arts and Sciences Building, Salem, MA 01970.

Campus Films Distribution Corp., 20 East 46th St., New York, NY 10017.

Science Research Associates, Inc., 1540 Page-Mill Rd., Palo Alto, CA 94304